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AND
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No. 4.

THE ECLIPSE,

OR, A FRAGMENT FROM SCHOOL LIFE IN THE COUNTRY.

"Miss Marian!" said a little voice by the teacher's side; "Miss Marian!"

"What, Nelly?"

"Shall you be writing all the noon?"

"Not if I can do anything for you, Nelly; what do you want?"

"I can't think of something, Miss Marian; and I wish you would help me."

"Well, tell me what you *can* think of, and perhaps I can think for you; what is it?"

"Why, father and mother talked about something this morning, and Mr. Ellis was there too; they said '*shadow*,' and 'total darkness,' and something about the moon, and that they saw stars in the daytime; and then Mr. Ellis read in the paper, the *Tribune* it was, a column of figures and names of places. Mother asked what time it would be; and he said she must get her glass ready before five o'clock; then he went off. I asked mother what it was, and she said it would be dark, and the birds would go on their nests, and there would be a—a—*eclisp*; no, that isn't the word; that's what I want to know, Miss Marian."

"*Eclipse*, Nelly, was that it?"

"Oh yes, *eclisp*."

"No, *eclipse*."

"*Eclipse*, that's it. I asked mother if I couldn't stay at home, for

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I was afraid ; but she said it wouldn't hurt me, that it was school time and I must go. And I have thought about it all the morning. I am glad I know what its name is ; won't you tell me more ? ”

“ Can you wait until four o'clock ? I mean to tell all the scholars something about eclipses then. See the watch ; almost one ? You see I couldn't tell you much now, you look tired, run and play until the bell rings.”

“ Yes ma'am ; ” and away Nelly ran to the busy house-builders in the sand bank. Taking Mary and Fanny Russell aside, the child told them in confidence what she had been promised concerning the “ clisp ” as she still called it. They, in turn, communicated all they knew of such phenomena, and at last the three concluded to inform the others that Miss Marian would “ tell them something after school,” and to “ all get as good lessons as we can.”

“ Yes,” shouted Jemmy Bird, “ I won't miss, and I'll help Charley.”

“ No, that's wrong ; help him now, or let him do it himself,” said Ellen Blynn, the oldest and wisest of the group.

“ What's she going to tell about any way ? ” said Charley ; “ I wish I knew.”

“ Miss Marian always tells something interesting ; ” replied Ellen.

Miss Marian taught school in a brown school-house, not very large, which stood near a sand-bank. There were no trees around it, no blinds at the windows, no “ entry ” at the door. There were nails for little hats and bonnets to be hung round over the row of little benches and desks that ran round three sides of the room ; in the only chair, she sat writing at a small pine table on the remaining side. The room was clean, and the wind coming in at the open windows, played round a pitcher full of flowers, that stood on the table, and bore their perfume to every corner.

Though her children never saw an outline map, other than those she had made, or a blackboard more than three feet square, or any globe but an apple, they were bright children, with quick minds, that were growing to be full of inquiries. They loved Miss Marian with all their hearts ; her word was law, for she had taught them three seasons, and knew how to *rule* as well as *teach*. The quick glances, and busy yet curious industry of her pupils that afternoon, told her that they expected *something* ; but she made no further announcement, and went on with her usual duties.

Four o'clock came ; the lessons were all recited ; Jemmy Bird had done no particular mischief, and dull, good-natured Charley had managed for once to acquit himself quite creditably. The girls smoothed

their aprons and turned round to face their teacher. There was in the room that delicious summer stillness, no where more delicious than in a quiet country school-house, when the children sit in pleasant expectancy, waiting for the words of a beloved teacher. The motionless rich air of the mid-afternoon, the complete repose of everything about them, seemed to subdue them, and there was presented one of the most beautiful phases of childish nature. An undefined awe was in the hearts of the younger, a kind of foreboding of something fearful to come, for they had heard the "eclipse" talked about by their elders.

Miss Marian sat in her chair between the table and the low bench where were the "wee" ones; and little Alice Mason, the gentlest and timidest of baby girls, moved confidently up to the end of the bench, and clasped in her fat hands the purple tassel of Miss Marian's apron. The children all smiled, and slipped along in their seats as near as they could. Miss Marian smiled too; and her smile was like sunshine breaking over them. "What is it, children?"

"Why," said Nelly, "you know you said you would tell us about it to-night, and I told them all, and they want to hear."

"About what, Nelly?"

"The—the '*eclisp*.'"

"The *eclipse*, Nelly, a hard word. See here on the blackboard:—e-c-l-i-p-s-e, e-c-l-i-p-s-e; say it, will you, all of you? There, now you have learned a new word, let us see if we can find out what it means. Ellen Blynn, what do you think?"

"Miss Marian, I remember, that last summer, mother said one afternoon, that there would be an eclipse in the evening; and she let us children sit up to see it. When the moon came up, it was round; but bye and bye it began to grow smaller. We watched it until there was left only a little rim on one side; then the dark part passed off, and the moon was as bright as ever. Uncle John tried to make me understand about it, but I grew so sleepy I do not recollect much that he said."

A dozen hands and twice as many eager eyes told that *they* saw the same thing, but as they did not seem able to throw much light on the matter, Miss Marian again asked Ellen, "Do you know what made the moon grow dark so, and then shine again?"

"There was something said about a *shadow* on it, but I do not know what it meant."

There was a disposition to chatter among the children, and to tell *their* experience and views, but they were instantly diverted by Miss Marian's asking, "How do we see things?"

"Why, with our eyes, to be sure," said Willie Jones, laughing.

"But suppose the windows were boarded up, could you see?"

"No ma'am."

"Why?"

"There would be no *light*."

"Something is put between you and the light—it is shut out; you need *light* in order to see, do you?"

"Yes, ma'am."

"When the sun shines as it does now, the boards at the windows would hide the light from you. Now, to *hide* the light is to *eclipse* it. Mary Russel, will you look and see what the dictionary definition of the word is?"

"Yes, ma'am. '*Eclipse*, to hide a luminous body in whole or in part.'"

"Luminous, what's that?" said Jemmy Bird.

"Something that gives light," whispered Ellen.

"Willy, can you think of anything which is luminous?"

"Yes, ma'am, the fire."

"Anything else?"

"The moon," said Ellen. "The sun," "the stars," suggested Mary and Charley.

"Now listen and see if you can understand what I am going to tell you. I wish we could make the room dark, but we can't, so you will have to *suppose* something."

"Can't you hang up shawls at the windows?" whispered Willy.

"Oh, Willy, *shawls* in summer! We don't wear any," retorted Susan Lee.

"Hush, hush!" said Ellen Blynn, "Miss Marian is going to talk."

"Yes, if they will be careful to hear. You see this little round looking-glass."

"Let me thee!" The children laughed as Miss Marian held it before Alice Mason's chubby face."

"Mary, you may hang it on the nail there, opposite the door. Now, *suppose* that the windows *are* boarded up, and the room is dark. You can think how a dark room seems to you?"

"Yes, Ma'am. Like when mother puts me in the closet," observed Jemmy, gravely.

"Now, you all understand that it is *dark* here," pursued Miss Marian. They smiled. "Well, I will hold a lighted lamp where you cannot see it, so that it will shine on the glass, how will *that* look?"

"Bright and shining."

"Perhaps you have seen this at home."

"I have," I, too," "and I;" said several.

"Now if I hold a book between the lamp and the glass, what then?"

"The glass will not look bright." "It will be dark." "There will be a shadow on it."

"Yes, a shadow on it, which will *hide* or *eclipse* it. Do you see?"

"Oh, Yes."

"Do you remember what I told you about the moon; that her light is not *hers*; but that the sun shines on her, and she looks bright, something as the looking-glass did when the lamp shone on it?"

"Yes, ma'am."

"Well, if something dark should get between the sun and the moon, what must happen to the moon?"

"Why, she wouldn't shine; she'd be dark; there'd be an eclipse."

"Oh! oh!" so there would!"

"Yes, there would. Now, as the moon travels round the earth, she sometimes gets to a place where the earth is exactly between her and the sun, so that the shadow of the earth falls on the moon, and hides her, just as the shadow of the book fell on the glass, and it looked dark. This is called an *eclipse* of the moon. It was such an eclipse that Ellen described. All that understand me, may raise their right hands."

The hands flew up. Dropping the purple tassel, Alice, and Eddy Churchill, her classmate in the alphabet, stretched *both* theirs to the utmost, to the great amusement of their elders.

"If you *do* really understand that, I want you to *suppose* something again. I will open the stove door. Now, *suppose* there is a fire burning brightly in the stove. You *see* it!" Smiles answered her. "If I should move a book between your eyes and the fire, what then?"

"We could not see *all* the blaze; it would be *hidden* from us."

"It would be *eclipsed*," said Fanny Russell.

"What if the moon, as she journeys, should come between us and the sun?"

"Oh, an *eclipse* of the *sun*!" came from several voices.

"She *does* do this sometimes, and the sun seems to have a great black spot or shadow on it, which keeps the light from coming to us, so it is dark."

"Oh, Miss Marian, is that what is going to be this afternoon?" inquired Nelly, who had been listening very intently.

"Yes, Nelly, that is it. The moon is moving along in the heavens, and in a little while she will pass right between the sun and us, moving across his yellow face, like a great dark ball put before him. It will grow dark, of course, and you will think night is coming; but in an hour or two she will have gone by the sun, and he will shine out again and go down as bright as ever."

There was a long breath of relief from some of the children; then eager questions and explanations.

"Can we look at the sun then?"

"Yes, people smoke glass, and look through it. I presume your mothers will smoke some for you."

"Mother said something about the birds going on their nests; will they?" asked Nelly.

"Yes, they think it is night. The chickens go to roost too."

"Do they get up again when it is over?"

"Yes."

"Oh! won't it be fun to see them running out, thinking it is morning! And they'll have to go right back again!" said Jemmy, "oh, I am glad!"

"Are people afraid of eclipses?"

"Ignorant persons, are sometimes. When the sun has been eclipsed, many have supposed some dreadful event was about to come, like an earthquake, or the destruction of the world. Some savage nations, at an eclipse of the moon, used to tie up their dogs and beat them, to make them howl to frighten away the monster, who, as they supposed, was eating her up. None of you will ever be afraid. There is a great deal that I want to tell you, but it is growing late. Shall we sing our hymn, and go home?"

They slipped into their places, and rising with Miss Marian, sung slowly and reverently. The sweet tones went out and upward on the still air, freighted with the sincere worship of those childish hearts.

The little bell struck; the sun-bonnets were put on amid busy chattering. Several wished Miss Marian would go home with them to see the eclipse, but she said it was not best. She stepped out on the bank before the door, and they gathered round her.

"Now, children, see who can tell me the difference between eclipses of the sun, and moon. Not now, not now, but to-morrow. Good night."

"Good night, Miss Marian, we *will*," was the cheerful answer from every one.

"Miss Marian is the best teacher in the world," declared Willy Jones, as they separated and hastened joyously homeward.

Except Ellen Blynn and Nelly ; they lingered a little, and then came back to thank their teacher for talking so much to them about what Nelly still *almost* called a "*clisp*." There were a few affectionate, confidential words, and the girls went on their way.

Miss Marian returned to the school-room, put away her papers, closed the windows, took from the pitcher a few flowers, and laid them on her basket : then, preparing herself to go home, she went to the door, and leaning her head against the post, looked thoughtfully out. The sun was clear yet in the rich, warm sky ; but a faint shade on one side, reminded her of the approaching event. A sensation of awe, mingled with repose, came over her, while her heart was still busy with the little group just gone ; they led her back to the sometimes clouded and wearisome past ; then onward to the present, which, with all its cares, was still so full of hope and promise. Her eye wandered over the landscape, the green, luxuriant valley, and the sunny, sloping upland. On a distant hill was Nelly's home : a white sun-bonnet and a little moving form near the house, told her that Nelly was almost there.

A grateful, subdued feeling filled her heart full ; and a few bright tears welled up and dimmed her eyes. She brushed them down, and as they fell sparkling, her lips moved, "God bless my dear children !"

J. A. B.

NEW BRITAIN, Feb. 23, 1856.

OBEDIENCE.

THE FLOGGING OF A PRINCE.—The London correspondent of a North German paper relates a story with regard to the way in which Prince Albert disciplines his children, which the *Tribune* translates as follows :

"The young prince stood one day in his room in the royal palace at Windsor, at the window, whose panes reached to the floor. He had a lesson to learn by heart, but instead was amusing himself by looking out into the garden and playing with his fingers on the window. His governess, Miss Hillyard, an earnest and pious person, observed this, and kindly asked him to think of getting his lesson. The young prince said ; "I don't want to." "Then," said Miss Hillyard, "I must put you in the corner." "I won't learn," answered the little fellow resolutely, "and won't stand in the corner, for I am the Prince of Wales."

And as he said this, he knocked out one of the window panes with his foot.

At this, Miss Hillyard rose from her seat and said : " Sit, you must learn, or I must put you in the corner." " I won't," said he, knocking out a second pane. The governess then rang, and told the servant who entered to say to Prince Albert that she requested the presence of His Royal Highness immediately on a pressing matter connected with his son. The devoted father came at once, and heard the statement of the whole matter, after which he turned to his little son and said, pointing to an ottoman, " sit down there and wait till I return. Then Prince Albert went to his room and brought a bible. " Listen, now," he said to the Prince of Wales, " to what the holy Apostle Paul says to you and other children in your position." Hereupon he read Galat. iv. 1 and 2 : " Now I say that the heir, so long as he is a child, differeth nothing from a servant, though he be loved of all ; but is under tutors and governors, until the time appointed of the father."

" It is true," continued Prince Albert, " that you are the Prince of Wales, and if you conduct properly, you may become a man of high station, and even after the death of your mother, may become King of England. But now you are a little boy, who must obey his tutors and governors. Besides, I must impress upon you another saying, of the wise Solomon, in Proverbs xiii. 24 : ' He that spareth the rod, hateth his son ; but he that loveth him, chasteneth him betimes.' " Hereupon the father took out a rod and gave the heir to the throne of the weightiest empire of Christendom a very palpable switching, and then stood him up in the corner, saying, " You will stand here and study your lesson till Hillyard gives you leave to come out ; and never forget again that you are now under tutors and governors, and that hereafter you will be under a law given by God."

This, adds the correspondent, is an excellent Christian mode of education, which every citizen and peasant who has a child may well take to his heart as a model.

It may be proper to add that the youngster, who, is represented to have received the paternal admonition, is but eleven years old."

There is an inscription on a tomb-stone at La Point, Lake Superior, which reads as follows : " JOHN PHILLIPS accidentally shot as a mark of affection by his brother."

ACTING LIES.

"Jane, go into the store-room closet, and fetch me the largest blue jar," said a mother to her little girl.

Jane put down her books, for she was going to school, and ran to the closet, where the first thing she saw was a basket of large red apples.

"I should like one of these to carry to school," she thought, but she did not know whether her mother would think it best for her to have one; so instead of asking, she slipped the biggest she saw into her pocket, and covered her pocket over with her shawl lest her mother should see it. Jane then took the jar in to her mother, and went to school with the apple, which proved to be a hard winter apple, unfit to be eaten.

By-and-by, Jane's class in History was called up to recite, and Jane was quite particular about getting her seat behind the stove, rather out of the way of the teacher's eye. She had her history in her hand, with her pencil between the pages of the lesson, and every now and then, watching her chance, she peeped into the book, but when the teacher glanced that way, she looked up as innocently as could be.

School was dismissed a little earlier than usual, and Helen Brewster went home with her to get a book which Jane promised to lend her; but she did not want to let her mother know that school was done, lest her mother might want her to play with baby, or to help her in some way. So she opened the door very softly, and crept up stairs on tip-toe. A call came from the sitting-room, "Jane, is that you?" It was her mother's voice, but Jane made believe she did not hear. She crept down, and out again, and did not get back for some time.

"I thought I heard you come in some time ago," said her mother; "I wish it had been you, for I have needed you very much, Willie has been very sick."

Jane said nothing, and how she felt, you can perhaps imagine.

We have followed Jane through a part of a day, and seen her just as she was, not as she seemed to be, to her mother and teacher;—and what do you think of her? There are many children like Jane, and perhaps they will see themselves in her. Jane, you see, was not a truthful child. "But she did not *tell* any lie," some one will say. No—but she *ACTED* lies," and you see in how many things she deceived in half a day's time. "Little things," perhaps you will say. But it is little things which show what we really are, and which make up the character. There is no habit more dangerous than a habit

of deceiving in little things, because so easily fallen into. Let every child who reads this, examine her conduct, and see if she is in danger of sliding into it. All deceit is displeasing to God. He desires "truth in all parts." He is a God of truth, and without iniquity. The "paths of the Lord are mercy and truth,"—and his paths should be our paths, for he has told us to follow him. Let your prayer be the prayer of good David: "Remove from me the way of lying. I have chosen the way of truth; I have stuck unto thy testimonies. O, Lord, put me not to shame."—*Child's Paper.*

MRS. WILLARD'S REPORT ON THE NORMAL SCHOOL.

(Below we give the Report of Mrs. Emma Willard, one of the Examiners of the Normal School at the close of the last school year. It will be gratifying to the friends of education in our State to learn that one now so widely and so favorably known as the honored writer of the report,—one of Connecticut's brightest jewels,—manifests so deep an interest in our educational matters.—*Res. Ed.*)

TROY, Oct. 24th, 1855.

HON. FRANCIS GILLETTE, *President of the Board of Trustees of the Connecticut State Normal School.*

SIR:

Having had the honor of being appointed one of the Board of Examiners for the annual Examination, ending on the 9th instant, it becomes my duty to report to you, the result of my observations.

My impressions are highly favorable as to the present character and condition of the Normal School; and I feel no small exaltation that my native State, ever foremost among the states in common-school education, now possesses an institution, which, I confidently believe, is equal to any other of its kind in America, and perhaps in some respects superior. The mission of this school, is not only to educate a portion of the teachers of common schools, but to exert a regenerating influence over all the common schools throughout the State, and this I am happy to believe, will, if the Normal School is sustained, be accomplished by it. The distinctive character, and advantages to the teacher's profession, of such an institution is here developed. A part of the examination consisted in showing improved methods of oral teaching; each member of the graduating class taking his or her turn in instructing, in presence of the examiners, a class of children from

the model school. Excellent methods, some of which were new to me, and are I presume original, were thus presented; and from the general demeanor of the children, it is evident that prompt attention, and momentary obedience to the word of command, has become habitual.

The specimens exhibited of chirography, and of drawing and shading, were highly creditable to teachers and pupils.

Not being able to attend the first part of the examination, I was deprived of the pleasure of witnessing the progress of the pupils of the Normal School in their various studies. Written compositions may, however, be regarded as results of general improvement; and by this standard, theirs must have been signally good. But perhaps the most remarkable feature in the excellence of this school, is in the department of elocution. For this, great credit is due to the PRINCIPAL; much also to PROFESSOR RUSSEL, some of whose admirable methods of teaching the elements of articulation, and especially of developing the powers of the voice by the previous ventilation of the lungs, I had the opportunity of witnessing. But for teaching the highly-finished, and oratorical elocution of the best readers and speakers, female as well as male, PROFESSOR RUSSEL stands pre-eminent. This was displayed by the reading of select pieces, and especially in the public exhibition of the last afternoon, when each of the selected graduates mounted a stage, and fronting a crowded audience, the young gentlemen spoke their own compositions, and the young ladies read theirs. To this school must be accorded the uncommon praise of full success in developing the female voice. The young ladies here read, and thus publicly, with that modest self-possession, which comes from conscious ability, loud enough, slow enough, with right articulations, proper emphasis, and correct intonation. I think I shall not be denied the privilege of being a little proud of these young women of my native land, since the first magistrate of the State, and others in high authority, who spoke at the close of the exhibition, clearly manifested the same sentiment.

In regard to the important subject of school government, I can well conceive that the Normal School, composed as it is of the elite of the useful class, can be well managed, in ways by which its pupils cannot govern the disorderly children of their own schools. It is not every village school, which can command in its teacher, those high qualifications, which come only from nature, and which education can never impart; such as the quick and powerful mind and eye of MR. PHILBRICK, or the intelligent and imperturbable benevolence of PROFESSOR CAMP; and hence there needs in such a school to be taught a correct theory of government, so that its pupils going forth to teach, may not be discour-

aged by making failures ; but instead of such a system, harmonizing with the great scheme of things, and teaching that to all governments there must be laws, and to laws penalties, and sometimes punishments. It has been too common of late years to suppose that a school is to be governed, or rather coaxed into order, by the love which the teacher must contrive by one means or another to get up among his pupils, thus in a manner subjecting the teacher to the whims of the children. And how are these pupils to be thus fitted to act their part in life ? Nature will neither coax them to observe her laws, nor withhold her punishments for their violation ; nor will civil society. But if the teachings of the Connecticut Normal School on these subjects are to be judged of by the admirable address delivered to the Alumni, by one of its former pupils, L. L. CAMP, Esq., of New London, it is wholly sound on this important subject.

Thus the Normal School is going rapidly on, under its present auspices, to fulfil the high mission which BARNARD, and its other founders designed. This is apparent from the ardent zeal in their calling which its members indicate in their conversation, as well as in their school exercises and written compositions. They will go forth with their added acquirements to set up a higher standard of teaching ; and this spreading, by the ardor which they will communicate to other minds, the entire State will soon reap the benefit. Nay, other States, desirous of improving their systems of common school education, will come to light their torches at the steady lamp of our beloved mother Connecticut.

With profound respect,

EMMA WILLARD,

One of the Examining Committee of the Conn. State Normal School.

THE CLERGY AS EDUCATORS.

This is one of many instances in which the great minds of America received their first discipline at the hands of the clergy. At a somewhat later day, in Virginia, William Wirt, another legal eminence, received his first culture and generous love of learning, at the hands of a clergyman,—the Rev. James Hunt, from Princeton. James Madison was educated by a clergyman, and also Legare. Hamilton, in the West Indies, was taught, and sent to New York, by a clergyman, Dr. Knox, at Santa Cruz, and two clergymen of that city, Drs. Rodgers and Mason, received him on his arrival. In New England it was the general

rule. The clergyman was the sun of the intellectual system in village, township, and city. John Adams, in his early life, we may take him as a fair type of self-culture, seizing upon all neighboring advantages, was almost as much a clerical growth, as a pupil of St. Omer's or a Propaganda.

Throughout the South, the clergyman was the pioneer of education. This is a missionary influence which does not suggest itself so prominently as it should to the American of the present day. We are apt to think of the clergyman only in his relation to the pulpit, and confine our notions of his influence to the family and the parish, in those concerns of eternal welfare which are locked up in the privacies of home and the heart. These spiritual relations have indeed the grandest and widest scope; but there are others which should not be separated from them. The clergyman not only sanctified and cemented the parish, but he founded the State. It was his instruction which moulded the soldier and the statesman. Living among agriculturists, remote from towns, where language and literature would naturally be neglected and corrupted, in advance of the schoolmaster and the school, he was the future college in embryo.

COMPOSITION.

MR. EDITOR :

The exercise of composition is, usually, approached with a feeling of *dread* by teachers, no less than by pupils, and consequently in most of our schools but little attention is paid to the subject. But its true importance demands for it more interest and more attention. To *know* a thing may be of little worth unless we have the ability to *tell* what we know. It is well to receive knowledge, but better to be able to communicate it to others. And yet how many there are, who are, in themselves and of themselves, great storehouses of knowledge; but for all purposes of public or practical benefit, are the *locked* storehouses. To a village suffering from famine, it would be but a sorry comfort to be conscious that within their sight, stood a building well filled with all they so much needed, if with it they had the consciousness that the building was securely locked and guarded against entrance. So it will prove of but little value to a community to know that within their midst

they have one noted for his profound learning, if with it there is a conviction of his entire inability to impart of his wisdom to those who lack.

What we most want in life is practical, common sense knowledge. We want men who both *know* and can *tell* what they know ; men from whom light and knowledge will come on every contact, and who like the flint, will give out the brightest and clearest scintillations when hardest rubbed.

In schools, how common it is to hear a pupil say in answer to a question, "I know, but can't tell." Now it cannot be said that one knows a thing in its true sense, until he has the power of communicating it to others. It is a rare thing to find men who have an easy and pleasant way of telling what they know in the right way, though perhaps not so rare to find those who have a peculiar faculty of telling more than they know.

Now, in order to produce more men of the right stamp, men of a true communicative talent, we would urge that the proper steps be taken in our schools. Let pupils be early trained to express their thoughts and ideas in writing, and so trained, by frequent practice, that they may do it in a clear and intelligible manner ; and, in aid of this, I propose, in your next number, to offer some hints on composition writing ; to consider the cause of the general reluctance of scholars to engage in the exercise, and also to offer some suggestive hints to teachers and pupils.

CAROLUS.

WHO IS A GENTLEMAN.

A gentleman is not merely a person acquainted with certain forms and etiquettes of life, easy and self-possessed in society, able to speak and act, and move in the world without awkwardness, and free from habits which are vulgar and in bad taste. A gentleman is something much beyond this ; that which lies at the root of all his ease, and refinement, and tact, and power of pleasing, is the same spirit which lies at the root of every Christian virtue. It is the thoughtful desire of doing in every instance to others as he would that others should do unto him. He is constantly thinking, not indeed how he may give pleasure to others for the mere sense of pleasing, but how he can show respect for others—how he may avoid hurting their feelings. When he is in

society he scrupulously ascertains the position and relation of every one with whom he is brought into contact, that he may give to each his due honor, his proper position. He studies how he may avoid touching in conversation upon any subject which may needlessly hurt their feelings, how he may abstain from any allusion which may call up a disagreeable or offensive association. A gentleman never alludes to, never even appears conscious of any personal defect, bodily deformity, inferiority of talent, of rank, of reputation, in the persons in whose society he is placed. He never assumes any superiority to himself—never ridicules, never sneers, never boasts, never makes a display of his own power, or rank, or advantages—such as is implied in ridicule, or sarcasm, or abuse—as he never indulges in habits, or tricks, or inclinations which may be offensive to others.—*Life Illustrated.*

ORIGIN OF PLANTS.

The onion originated in Egypt.

Tobacco is a native of Virginia.

The nettle is a native of Europe.

The citron is a native of Greece.

The pine is a native of America.

The poppy originated in the East.

Oats originated in North Africa.

Rye came, originally, from Siberia.

Parsley was first known in Sardinia.

The pear and apple are from Europe.

Spinach was first cultivated in Arabia.

The sunflower was brought from Peru.

The mulberry tree originated in Persia.

The gourd is probably an Eastern plant.

The walnut and peach came from Persia.

The horse-chestnut is a native of Thibet.

The cucumber came from the East Indies.

The quince came from the island of Crete.

The radish is a native of China and Japan.

Peas are thought to be of Egyptian origin.

The garden beans came from the East Indies.

The garden cress is from Egypt and the East.

Horse radish came from the South of Europe.
 The Zealand flax shows its origin by its name.
 The coriander grows wild near the Mediterranean.
 The dyer's weed is peculiar to Southern Germany.
 The Jerusalem artichoke is a Brazilian product.
 Hemp is a native of Persia and the East Indies.
 The cranberry is a native of Europe and America.
 The parsnip is supposed to be a native of Arabia.
 The potato is a well-known native of Peru and Mexico.
 The currant and gooseberry came from Southern Europe.
 Rape seed and cabbage grow wild in Sicily and Naples.
 Buckwheat came originally from Siberia and Tartary.
 Millet was first known in India and Abyssinia.
 Barley was found wild in the mountains of Himalaya.
 Hops, mustard and caraway seed originated in Germany.
 Anise was brought from Egypt and the Grecian Archipelago.
 The cherry, plum, olive and almond, came from Asia Minor.
 Linseed originally appeared as a weed in the ordinary grain crops of Southern Europe.

Wheat was brought from the central table-lands of Thibet—where its representative yet exists as grass, with small seeds.

Turnips and mangel wurtzels came from the shores of the Mediterranean. The white turnip is supposed to be a native of Germany.

The carrot is supposed to have been brought from Asia; others, however, maintain it to be a native of the same country as the turnip.

Do Good.—Thousands of men breathe, move and live—pass off the stage of life, and are heard of no more. Why? They did not a particle of good in the world; and none were blessed by them, none could point to them as the instruments of their redemption; not a word they spoke that could be recalled, and so they perished; their light went out in darkness, and they were not remembered more than the insect of yesterday. Will you thus live and die, O man immortal? Live for something. Do good, and leave behind you a monument of virtue that the storm of time can never destroy. Write your name in kindness, love and mercy, on the hearts of thousands you come in contact with year by year; you never will be forgotten. No; your name, your deeds, will be as legible on the hearts you leave behind, as the stars on the brow of evening. Good deeds will shine as the stars of heaven.

THE TRUE MISSION OF THE TEACHER.

A PRIZE ESSAY, BY MRS. RACHEL C. MATHER,

OF THE HIGHLOW SCHOOL, BOSTON.

From the humming-bee up to the morning stars that sing together, from the deep base of the roaring wave to the rich alto of the feathered choir, harmonic Nature unites her thousand voices in a perpetual anthem of exultant labor, while toiling man responds in cheerful chorus from many a busy home, field, and studio, from many an eloquent hall, desk, and bar, from bustling mart, noisy shop, and clacking loom, through ringing bell and bellowing engine and rushing car, saying, "My Father worketh hitherto, and I work."

Yet not for themselves alone do these agents toil. Earth and its teeming myriads, beast, bird, and insect, have each a work to do,—a mission to perform. Every vegetable and mineral, every element and atom, have an end to accomplish in Nature's great laboratory; and unwearied Nature herself, while she charms our eye, and symbolizes the spirit-life, assures us that she labors not for herself, but to convert rude chaos into a glorious dwelling-place for man, and from the inanimate mineral kingdom, up through the organic vegetable, to elaborate beautiful forms of animal life. Her mission is to vivify and educate matter, and in its joyous fulfilment she "rests not day and night."

And man, creation's lord, for whom all Nature toils, and for whose development the universe was organized,—man, the image and transcript of the Deity, with graceful form and lofty mien, comprehensive intellect and high moral endowments, assures us he, too, has a work to do, a great work, and one that corresponds in sublimity with his high rank in creation's scale; that his lofty powers were not given him merely to transform matter by delving perpetually in earth, wood, stone, and stubble, but to render him a fellow-worker with God in the education of mind; that his high aspirations were not implanted, simply to stimulate him in the pursuit of wealth and self-aggrandizement, but to lead him out from the thralldom and materialism of Nature to ascend those intellectual and moral heights, where he may survey the immortal spirit's wide domain, and receive and radiate the life divine.

Every human being has an appropriate place and an appointed sphere of labor. Each individual is sent into the world on a special errand, and must deliver his own message; and to subserve this end, God endows him with suitable talents, and corresponding tendencies; and, more

eminently to qualify him, Providence wisely orders the circumstances of his life, and directs his education. To know, then, what is the sphere for which Nature has endowed us, and how to fill it; to know what is the work for which God has prepared us, and how to do it, should be the earnest desire of every heart, and the ruling aim of every life; for this is our peculiar mission,—“the work the Father has given us to do.”

MAN'S TRUE MISSION.

What is the true mission of the teacher? But first we will inquire, What is the true mission of the human race? Before the artisan converts rude masses of wood and stone into edifices of symmetry and magnificence, before he rears the walls or lays the foundation, he inquires the design and use of those structures, and then shapes the rough cedar and marble into appropriate forms of strength and beauty. And before the teacher moulds the plastic minds of her pupils, she too should know something of the ultimate purpose of their lives, that she may train them to answer that purpose; and something of their high destiny, that she may the more successfully lead them on to its full achievement.

Ever since man went forth from Eden to till the ground from whence he was taken, his incessant effort has been to subordinate earth and Nature to the subserving of his temporal interests. Since the days of Tubal-cain, he has been a successful artificer in brass and iron. Nor has he forgotten to assert his dominion over the beasts of the field; but ever since Nimrod subdued the wild denizens of the forest, he has roamed the earth a “mighty hunter.” Harnessing the very elements into his service, he levels the forests, and converts the howling wilderness into a blooming Eden, which he covers with waving grain and delicious fruits, traverses with roads, and adorns with cities, themselves embellished with all the enchantments of art. “Triumphing over wind and wave,” he exchanges the products of distant climes. Summoning electricity to do his bidding, he annihilates distance, and brings remote nations into close communion. And that he may reduce Nature to a more complete vassalage, he seeks for new truths in science; he discovers and invents; ever thus developing his physical energies, his intellect and will, and fostering his love of supremacy; while the noblest powers of his soul lie dormant, and aspirations after the pure, beautiful, and true, are crushed and stifled out of existence. Thus, while faithfully fulfilling his mission in the subordination of the external world, most lamentably has he neglected to subordinate the world within; consequently, he has

grown to be a giant in intellect, while in his moral development he is often a puny, idiotic dwarf.

Yet, in all ages, teachers sent from God, inspired poets, prophets, and philosophers, have taught that man is created for a higher purpose than merely to provide for himself food, raiment and shelter; that his true life is not that of the body, but of the soul; that he is living now, to live again; that this is only the germinal stage of his existence, upon which he is launched to unfold his spirit for the great future, by a life of love, truth, and self-denying duty. They tell us that God made man in His own image, to embody and radiate the life of God; and in His own likeness, that man's intellect might be a consecrated medium for the Divine Mind, and his heart a pure channel for the Divine Love; and that life's great work is so to beautify and adorn the soul, that it shall be a glorious, holy temple, where God will love to dwell and reveal himself. And with the enlightened enthusiasm of Heaven-taught truth, these pioneers of the race have delivered their message, and often sealed it with their blood, while their pure lives, self-abnegation, and heroic martyrdom demonstrate the truth of their mission, and recommend their instructions to our highest regard.

OFFICE OF EDUCATION.

But how shall man attain this higher life? Weaker than a worm, the frailest of all God's creatures is he, when he comes upon the stage. His inherent energies are slumbering, and must be aroused; his affections are dormant, and must be enkindled; his mind is imprisoned in the flesh, and must be educated, or *led out*. All the germs of power are wrapped up in his little frail being, but they are all latent, and must be developed in order to assert their power. And a general education, not of the intellect only, but of the whole being,—body, mind and heart,—including business, literature, esthetics, and religion,—is the only process of developing his complicated organism, so as to secure his highest well-being and happiness, and prepare him for the various duties, relations, and trials of this world, and for the wider sphere and higher life of the world to come.

To unfold the germs of thought and feeling, to enlighten the mind, direct the affections, cultivate pure principles, and form good habits; to develop character in beautiful symmetry, and thus prepare the young to act well their part in the drama of life; to dignify and ennoble humanity, and elevate it to a plane nearer to God and Heaven, is, therefore, the great work of education, and consequently the true mission of the teacher.

Much of this extensive work is the peculiar office of the parent ; and much must be accomplished by self-culture, the influence of society, and the discipline of Heaven ; yet wide is the teacher's field, and arduous and responsible her many duties.

Education may be divided into three distinct branches, physical, intellectual, and moral, corresponding to the three departments of our being. These should be conducted simultaneously, and ever keep pace with each other ; still, each will admit of a separate consideration.

PHYSICAL EDUCATION.

Physical education consists in the improvement of the corporeal organs and functions, so as to promote physical vigor, health and beauty, including such attention to sleep, diet, clothing, exercise, and ventilation, as shall render the person a pleasant and elegant dwelling-place for the soul, and a good medium for its communication with the external world.

This branch of education is the peculiar mission of the parent. Still, every teacher is aware that mental vigor and ability depend very much upon physical comfort and well-being, and that, if she would successfully promote the mental and moral culture of her pupils, she must first establish this culture on the firm basis of sound health. Since imbecility, irritability, and depression are the miserable offspring of disease, every conscientious teacher will regard the promotion of her pupils' health as no insignificant part of her mission, and consequently will keep her school-room of the right temperature and well ventilated. Nor will she let them contract their chests by folding their arms or bending over their desks, but require them to sit erect and stand upright, and thus secure a free and healthy respiration. She will see, too, that opportunity for exercise is afforded them, as often as their age and constitution demand, and that the brain is not over-tasked with study.

PHYSICAL TRAINING IN THE PRIMARY SCHOOL.

More emphatically is physical training the mission of the primary school teacher, because *little children* are educated chiefly by the external world, through their senses and corporeal energies, and are therefore more dependent for mental improvement on a good physical condition than at subsequent periods of life, when the mind has learned to act more independently of its frail tabernacle.

Could the teachers of primary schools realize how much imbecility

is fostered by the close confinement and irksome restraints they are obliged to enforce, would they not protest against so unnatural a system, by asserting their amenability to a higher authority than human law, to Him who has ordained the laws of Nature, and will not suffer them to be violated with impunity, to Him who has made exercise the parent of vigor, and therefore an inherent right? Since the young can develop their energies only by physical exercise, is it not absurd that *she* should be considered the best teacher, who most successfully represses every instinctive tendency in her pupils to move their little aching limbs, as nature demands?

What mother can enter a primary school where scores of little children sit, with arms folded like felons, and silent and still as death, breathing an atmosphere laden with impurities, and debarred all exercise but a few minutes' recess, and not deeply feel that, in the primary school at least, there is a loud call for reform, based upon the laws of life and health? If the patrons of our schools would relinquish the younger half of this class of children to a committee of intelligent, judicious mothers, Nature's own guardians of the young, these matrons would organize them into pleasant infant schools, where athletic sports and various diverting exercises would occupy the time agreeably, with a view both to present enjoyment and well-being, and also to subsequent health and mental development.

Yet a good physical training, however important, is only the *basis* of a good education. If the corporeal energies alone are educated, human nature develops itself in huge Goliaths and brawny Amazons, mighty, athletic, and passionate, whose prowess is that only of brute force.—
Massachusetts Teacher.

AN INCIDENT.

Willie L——, a little boy of eleven years, with two or three others, having one day given me much trouble by their playfulness, I detained them after school, and pointed out to them kindly, but plainly and earnestly, the wrong they had done, tried to show them that each unfaithful act, small though it may seem to us, mars all our future character, that even when they grow up to be men, try hard as they might, they could not be as noble, as true, as earnest as they could have been if they had resisted, instead of yielding to temptation that day. Willie

seemed to think of what I said, and I hoped it would do him good; but the next day he played again in the class. Again I saw him after school. I told him I had hoped he would be a good boy, and how much disappointed I had felt to see him doing wrong again. He burst into tears and sobbed out, "I thought this morning I wouldn't do anything wrong to-day; but I can't be good. It 's of no use to try." The intended reproof died away from my lips, and words of sympathy and encouragement took its place. And although several months have passed since this occurrence, I do not recollect that Willie has since been wilfully inattentive or playful.

This little incident brought afresh to my mind the days when I was a restless child, the torment of my teachers, the days when I resolved in the morning, and wept myself to sleep at night over broken resolutions; days when I felt if I only had one friend to appreciate my efforts,—*just one* to love me in spite of my faults, and smile kindly upon me when I *tried* to do right, (even if I often failed,) I could have succeeded. And I questioned whether many a good resolution in the young heart might not be like seed sown by the wayside, because there was no sunshine in which it might grow and thrive? Whether we did not sometimes fail of our highest duty and privilege as teachers, from not encouraging our pupils to come to us as freely with the difficulties they meet in their moral as in their mental culture.

IOTA.

THE TEACHER'S STUDIES.

It is not unfrequently the case, that teachers are supposed to have made the requisite preparation for their business before they enter upon it, and all necessity for further study is superceded. This is certainly a great mistake. The teacher, to be truly successful in his work, must be a person of study. He must not only be familiar with that class of studies which he is called upon more immediately to teach, but he should, if possible, keep his mind well stored with a variety of facts in relation to the progress of the age.

Take the instance of two individuals who pursue a different course in relation to their studies. One has received his education in college halls, has become acquainted with the lore of ancient and modern times, and is in mathematics, classics and the various departments of study, what is termed a *scholar*. He commences his labors in teaching, with

the confidence that the fund of knowledge he has previously gained, is all that is necessary to secure his success. He passes along, neglecting to make any special preparation for the hearing of his daily recitations, and soon, with all his knowledge, he fails to make his instructions practical, and thus his pupils lose that interest which should characterize the school.

Let another commence, with a determination of presenting something new and interesting in connection with every recitation. To accomplish this, he will find it necessary to know exactly what the subject of each lesson is, and he will study hard to gather such facts of interest as will best secure his object. Thus, while the former fails, the latter meets with entire success.

We say then, that the teacher should familiarize himself with the literature of the day and age, and with the business operations of practical life, in connection with the more common of the arts and sciences.

S.

A BOW.

Would any one like to know what sort of a bow our first President made? It was not like Bolingbroke's, "lower than his proud steed's neck." It was not so low, nor yet so rigid as General Jackson's, when we saw him on a triumphant progress; nor yet so easy and sweeping as General Lafayette's. But I shall not give you the idea if I confine myself to negations. It was full of feeling and discrimination, and somewhat graduated to the claims of those around him.

On removing his hat, he would fix his eyes on individuals or on groups, before bending towards them, and then slightly recover himself before finishing, and distributing in the same manner the remainder of the bow. It was a succession of long and slow bends, meeting and mingling in one, often embracing the width of a whole street or square, so that no one could feel slighted, and many would consider themselves especially selected and distinguished. It was the bow of the gentleman, graceful, dignified, and courteous, but of one who never forgot his self-respect, in the observance and considerations due to others. All this is written for you young American mothers who purpose to educate your boys to be future Presidents of the Republic; more especially as I have a theory, that habits of graceful urbanity and delicate consideration for others, acquired in early life, become almost a second nature;

and constantly and outwardly practiced, will lead in time to the traits themselves.—*Putnam's Magazine.*

NOTHING LOST.

Aside from its excellent moral, is not the following very musical and beautiful?

Nothing is lost : the drop of dew
Which trembles on the leaf or flower,
Is but exhaled to fall anew
In summer's thunder shower ;
Perchance to sparkle in the flow
Of fountains far away.

Nothing is lost—the tiniest seed
By wild birds borne or breezes blown,
Finds something suited to its need,
Wherein 'tis sown and grown.
The language of some household song,
The perfume of some cherished flower,
Though gone from outward sense, belong
To Memory's after hour.

So with our words ; or harsh or kind,
Uttered, they are not all forgot ;
They have their influence on the mind,
Pass on—but perish not.
So with our deeds ; for good or ill,
They have their power, scarce understood ;
Then let us use our better will,
To make them rife with good.

THE RAM'S HORN TEACHER.—A certain man insisted that learning in a teacher is a positive hindrance. He was accustomed to illustrate his opinion in the following manner : "When the prophet desired to blow down the walls of Jericho, he did not take a brass trumpet or a polished French horn ; but he took a ram's horn, a plain, natural ram's horn, just as it grew. And if you desire to overturn the Jericho of ignorance, you must not take a college-learn't gentleman, but a plain, natural ram's-horn sort of a man, just like myself."

Resident Editor's Department.

WHAT IS DOING FOR THE IMPROVEMENT OF SCHOOLS IN CONNECTICUT?

(The following communication from our worthy co-laborer, Mr. Northend, will throw some light on this subject, so far as the city of Norwich and some other portions of New London county are concerned.)

MR. EDITOR:-

While there remains much to be done for the improvement of our schools, we feel that much has been accomplished during the past year, and much is now doing which should cheer and stimulate the friends of education.

Having lately spent a few days in Norwich and vicinity, we wish to speak of the matters which interested us. It will be remembered that the citizens of that lovely city erected a beautiful edifice for their schools during the last summer. It is now nearly eight months since the building was dedicated and placed under the care of Mr. JOHN W. ALLEN, the present highly efficient, accomplished and successful Principal of the school. It was our pleasure to spend a day in the various departments of this school, and we were delighted with what our eyes saw and our ears heard. The remarkable neatness, so apparent in every part of the building and its premises, the manly and lady-like deportment of the pupils, the good order and diligence, so observable, the excellent recitations, and, more than all, the kindly co-operative spirit so noticeable, on the part of teachers and pupils, were highly gratifying, and made us feel that the good people of Norwich had good cause for feeling proud of their school, so nearly a model in all respects of what such an institution should be.

On the afternoon of our visit, a large number of citizens came in to see the schools and listen to the exercises. On this occasion, all the pupils from the several departments, were brought together in the large room occupied by the senior department. The various exercises in compo-

sition, reading and declamation, were highly creditable to the pupils and their worthy teachers, and were listened to with marked attention and interest by the visitors, among whom we were pleased to see His Honor, JUDGE PARKS.

We were not only pleased with the schools and their exercises, but with the interest manifested by the people in visiting it. The effect of such visits, and especially when made by those high in influence and authority, is highly salutary to all concerned. We hope that the excellent practice may long prevail here, and extend to all the "region round." With such encouraging co-operation on the part of the people, and with the services of the present judicious and faithful principal and his worthy coadjutors, this school cannot fail of retaining its present rank, as one of the very best schools in New England. So may it be.

We would not omit to state, that the general deportment of the pupils in the streets was such as we might expect from those who are well disciplined in the school-room. On three or four successive days we passed the school-house as the pupils were entering or coming from the yard, and the order and decorum manifested, were strongly indicative of the right feeling and discipline. The citizens of Norwich may well point to the beautiful school-house, as the choice casket which contains so many of their most precious jewels.

The building for the Academy will be completed in the course of a few months; and the city of Norwich will then possess educational advantages and privileges second to those of no other city in New England.

GREENVILLE.

At this pleasant place, there are good schools favored with the services of faithful and devoted Teachers. Mr. Kimball of the High School, and Mr. Lyon of the Grammar School, are efficient teachers, as also are those in the secondary and primary departments. W. H. Coyt, Esq., is superintendent, and his services are spoken of in strong terms of commendation; rendering, as he does, prompt and cheerful aid to the various departments, he can do much good.

INDIVIDUAL INFLUENCE.

We have been highly gratified, in passing through various parts of New London County, to learn of the noble service done to the schools by Gen. WM. WILLIAMS, of Norwich. This gentleman, though nearly seventy years of age, has, for many years been in the habit of visiting the various schools in the county, and his kind words and good coun-

sels have had an excellent influence over the pupils and teachers. While he has uttered words of encouragement, he has incited the pupils to many good works, which will prove of life-long advantage to them. In many of the schools he has induced the pupils to commit to memory one or more verses from the Bible, daily; he has instructed them in letter-writing, business forms, &c.; while the appropriate tracts, books and papers, which he has, from time to time distributed, will prove a lasting blessing to multitudes.

The amount of good accomplished by the praiseworthy efforts of this gentleman, is incalculable. Such "labors of love" will not be lost, but will bring forth abundant and joyous fruits, long after he who performs them has gone to his reward.

We can but hope that this benevolent and Christian example will be imitated by others, who have time and means at their command. Are there not in all our counties some who are willing to devote a part of their time to the glorious object of improving our youth? Christ, when on earth, "went about doing good;" and they who imitate his blessed example, will not lose their reward.

In the prospect of death, what delight will it afford to the Christian's heart, if he can say and feel that he has been a sincere friend to the children and youth, and done what he could to direct them in wisdom's ways? May we not hope to hear of others who are willing to imitate the worthy example of Gen. Williams, and thus while doing good to the "little children" secure the approval of Him who said "of such is the kingdom of Heaven." C.

SOUTH NORWALK UNION VILLAGE.

(A valued correspondent sends us the following in relation to the excellent school at South Norwalk. We hope the day will soon come, when such buildings and schools, as are alluded to in our present number, will be less rare than now.)

We notice in the Norwalk Gazette, an exceedingly flattering report of the examination of the Union School, in South Norwalk, which has closed its second term, and is under the principalship of that excellent teacher, E. J. Peck, A. M.

This school is divided into five departments, and contains in all 291 scholars. It is one which the citizens of South Norwalk may justly foster with pride. In fact, Connecticut may proudly hold up just such edifices, and just such schools as examples for imitation.

In speaking of the general appearance of the school throughout, the committee remark, that—"We regard it as a model of neatness. The

seats and desks retain the high polish, without scratch or stain, which was left by the finisher's hands when the school was opened in April of last year." And also as to the general management of the whole:—"We have frequently used the word *thorough* in these remarks, and we again repeat it as to the entire government of the whole school. It has seldom been our pleasure to visit a school where our idea of thoroughness was so fully met as in this instance. The general decorum of every grade is alike complimentary in the highest degree to the pupils and teachers."

NORWALK VILLAGE.

Recently, the fine Union School House in this village was furnished with *steam heaters* instead of the furnaces which had been used. The following is what the *Gazette* says of the success of the experiment:

"The Steam Heaters at the Union School seem to be a complete success, and already many of our citizens contemplate introducing them into their residences. The difference in the atmosphere between this and the hot-air furnaces, is instantly discernable, and it must prove far more conducive to health."

A HIGH SCHOOL IN FALLS VILLAGE.

The following is from the *Litchfield Republican* :—

"It is rumored that the Falls Villagers are to have their much needed High School—*provided*, it can be put up for a sum not to exceed three hundred (300!) dollars—that being the length and breadth, height and *depth* of the Building Committee's feeling (in their pockets,) on the subject."

In a village so famous for "big forges," "big hammers," "big falls" and large hearts, we believe that no half-way measures will be adopted respecting the improvement of schools. During our visit to that pleasant place last fall, to attend the Institute, we formed a very favorable opinion of the people.

WINSTED.

That gem of a village, is beginning to wake up to the subject of education. A large portion of the citizens seem determined to have a first class Union Graded School. Several spirited meetings have been held, and addresses have been delivered by Mr. Northend, Mr. Baker, and the Superintendent.

THE PRESS.

The following is from the Religious Herald, March 20:

"EDUCATIONAL DEPARTMENT.—Realizing the importance of education and its connection with religion, we shall hereafter devote a column or more each week to that subject. We have made arrangements with a distinguished friend and laborer in that cause to take charge of the department in question, and he will prepare for it suitable original and selected matter."

The Herald is an excellent family and religious paper. It is edited with ability. It has already done good service in the cause of education. This inauguration of an "Educational Department," is to us, highly gratifying. We earnestly hope to see this excellent example imitated by *every paper* in the State. *Without* the aid of the press, our progress must be very slow; *with* it, we are sure of an early and complete triumph.

MISCELLANIES.

STATE TEACHERS' ASSOCIATION.

The next Annual Meeting of the "Connecticut State Teachers' Association," will be held in New Britain, on the 5th and 6th of May.

Lectures may be expected from Prof. A. Crosby, of Boston, Mass.; Prof. W. H. Wells, Principal of Westfield Normal School; and E. F. Strong, Esq., of Bridgeport.

A Report will be read by M. T. Brown, Esq., of New Haven, on the subject of Free Schools and "Rate Bills." It is hoped that the members will come prepared to discuss this subject.

Ample arrangements will be made for the accommodation of all who may attend the meeting; and it is earnestly hoped that a large number of teachers and friends of education will be present.

J. W. TUCK, Sec.

NEW BRITAIN, March 20, 1856.

STATE NORMAL SCHOOL.

The Summer Term of the Normal School will commence on Wednesday, April 16th, and continue *fourteen weeks*. Those expecting to at-

tend, should make early application to the Associate Principal at New Britain. Pupils are not received after the commencement of the term.

MERIT APPRECIATED.

Mr. Harris, the well-known and successful Principal of the South School in Hartford, has received an unequivocal testimonial of the high estimation in which his services are held by those who have the benefit of them. On New Year's morning, an elegant and costly service of plate, consisting of seven pieces, was presented to him, with an appropriate little speech by one of the pupils, in behalf of the parents and children of the South District. We rejoice with brother Harris, that his lines have fallen to him in the city of Hartford. We believe that the children and parents of his district are receiving that from Mr. H. which cannot be "gotten for gold, neither shall silver be weighed for the price thereof." We insert this item at this late day, on the principle that a good example is *never* out of season.

Ditto, in Brooklyn, N. Y.

J. W. Bulkley, Esq., a son of Connecticut, but for twenty years a successful teacher in several different places in the State of New York, was appointed about two years since, to take charge of the Williamsburgh city Normal School. Williamsburgh was subsequently annexed to Brooklyn, and Mr. Bulkley was elected Superintendent of the consolidated city, still retaining his post in the Normal School. Recently, this school was merged in the Brooklyn Normal School. The valedictory exercises were very interesting, and were concluded by the presentation of a beautiful silver tea service, consisting of six pieces and a salver, from members of the class to the Principal, Mr. Bulkley.

A coincidence happened on the occasion above mentioned, which illustrates the progress of ideas respecting the utility of Normal Schools. On the platform among other teachers, was T. W. Valentine, Esq., principal of a large school in Brooklyn, and late Resident Editor of the New York Teacher; and the man who, if he did not coin, certainly gave currency to the phrase "live teacher," furnishing in his own *life* one of the best living specimens of that *genus homo*. The rest is related by the N. Y. Times as follows:

"At the close of the exercises by the class, Mr. T. W. Field, of the Board of Education, was called out, and made a humorous speech, in which he stated that, about fourteen years since, while travelling on a packet boat on the Erie Canal, he fell in with Mr. J. W. Bulkley and Mr. T. W. Valentine, they being teachers, as he was himself, and all of

them earnestly opposed to the policy of the State Normal School, and hard at work in opposition; and the wonder was to his mind how these most earnest opponents of Normal Schools should find themselves under the same roof, a part of and the earnest advocates of the Normal School policy."

CONFESSION.

To confess the truth, the above is not very strange to us, for we have not forgotten when *we* were in the "opposition," though in a passive way. We gradually grew older, if not wiser; and then we were poring over "Barnard on Normal Schools," and soon we waked on one chilly dark morning in the month of November, and found ourselves in charge of a Normal School. Now we look upon it as a part of our mission to aid in developing the true idea of a Normal School, fully believing it to be the very educational fulcrum.

PUBLIC SCHOOLS OF ST. LOUIS.

We have received the Second Annual Report of the schools of this city. This is a voluminous and able document, and reflects much credit upon its author, who is a practical teacher and a working man. The liberal spirit in which the schools of this city are conducted and supported, is worthy of imitation by some of our eastern cities and towns. The sum of money expended during the last year for public schools was \$87,237.24. The establishment of a Normal School for the city is strongly urged, as "not only the cheapest, but the best and most expeditious way of supplying our wants in teachers." The introduction of vocal music into public schools as a regular branch of instruction is warmly advocated.

NEW ENGLAND SCHOOL AGENCY.

Arrangements have been made by Messrs. Robinson & Richardson for establishing an agency at their publishing rooms, 119 Washington street, Boston, for the purpose of "forming a medium between teachers and school committees." The office of this agency is designed also to serve as a "Teacher's Exchange," where the profession can "drop in," when in town and meet their brethren, shake the friendly hand, inspect the latest educational publications, hear and tell some new thing; and thus mingling the useful with the agreeable, receive and impart as much as they can, of instruction and entertainment.

The plan has a feasible look to it. We like it, and shall not fail to give it a trial. For further particulars we beg leave to refer to the advertisement.

NOTICES OF BOOKS.

The American Journal of Education. Henry Barnard, LL. D., Editor. F. C. Brownell, Hartford, Publisher.

The Journal for 1856 will consist of seven numbers. Numbers I. and II. were printed under the title of "American Journal of Education and College Review."

The five subsequent numbers will contain on an average, each 160 pages, and the whole will constitute a volume of at least 1000 pages. Each number is to be embellished with an engraved portrait of an eminent teacher, or benefactor of education, or with one or more wood-cuts of buildings, apparatus or other preparations for educational purposes. The March number is filled with elaborate essays on a wide range of topics. We rejoice that Mr. Barnard, is, in this form, giving to the world the benefit of his large experience in the educational field. It is a noble enterprise. Let it be encouraged by every practical teacher and by every enlightened friend of education. He ought to have a thousand subscribers for it in this State. Terms, three dollars a year in advance.

First Lessons in the History of the United States, published by the enterprising firm of Hickling, Swan & Brown, Boston.

We welcome every attempt to promote the study of history in our schools. This book has the appearance of being a good one. It is well printed and is just about large enough for grammar schools.

The Year-Book of the Nations for 1856. By Elihu Burritt.

This is a very unique book. It contains fifty pages, and we believe not one complete sentence with the subject copala and attribute expressed. It is made up of tables of statistics. It is a work of great value. It is just such a book as editors, authors, statesmen and scholars often desire but cannot obtain. Probably the book has never before been made which contained so much useful knowledge in so few pages. It exhibits the condition of the whole civilized world in Arabic figures which cannot lie. Published by D. Appleton & Co., New York.

Five Hundred Mistakes Corrected, is the title of a little book published by Daniel Burgess & Co., New York.

We do not agree with all the criticisms in the book, but we advise every teacher who is not sure of his grammar and pronunciation, to procure it and read it.

A Treatise on Punctuation, by John Wilson. This book is published by Crosby, Nichols & Co., Boston.

This work is almost indispensable to teachers, authors, compositors and correctors of the Press.

Lippincott's Gazetteer of the World, edited by J. Thomas, M. D., and T. Baldwin.

We have not space now to do justice to this great Work, but we do not hesitate to say that it is by far the best Gazetteer for schools within our knowledge. It is the thing for every school-house.

Linden Harp: a rare collection of popular melodies, adapted to sacred and moral songs, original and selected, by Lilla Linden.

The author of this little manual of musical instruction, we understand, is a Connecticut lady. The work is illustrated with appropriate cuts, and is arranged for Sabbath and other schools, and the home circle. It contains 160 pages and is sold for 25 cents by F. C. Brownell, Hartford. We would advise teachers to give it a trial.